MF2038 Service Design 6.0 credits

Tjänstedesign

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

Establishment

Course syllabus for MF2038 valid from Autumn 2011

Grading scale

A, B, C, D, E, FX, F

Education cycle

Second cycle

Main field of study

Mechanical Engineering

Specific prerequisites

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

After the course, students will be able to describe different types of service design and the methods used in the field.
Be able to describe and discuss the differences between products and services, as well as the different ways and characteristics of their development.
Be able to describe what Product service systems are and how companies can work with this.
Have examined and analyzed a number of case studies in service design.
Be able to carry out a project in service design that includes a service/product hybrid.

Course contents

The course is mainly based on problem-based learning where students work with a project in service design, together with a client from a business or organization.
Lectures, literature studies and seminars provide background and support students during their work with knowledge, case studies and tutorials.

Course literature

Editors Marc Stickdorn, Jakob Schneider, "This is service design thinking", BIS publishers 2010, The Netherlands

Examination

- PRO1 - Project, 4.5 credits, grading scale: A, B, C, D, E, FX, F
- TEN1 - Examination, 1.5 credits, grading scale: A, B, C, D, E, FX, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

Expression of a service design project.
Participation in exercises and lectures by at least 75%.

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.